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Students Reception of Ethnic Diversity Topics from White and Non-White Faculty

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Students Reception of Ethnic Diversity Topics from White and Non-White Faculty

BY

Cobi Christiansen

THESIS

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Students Reception of Ethnic Diversity Topics from White and Non-white Faculty

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Abstract

The purpose of the study is to investigate the phenomenon of the student population being more ethnically diverse than the teacher population as well as examining student perceptions of ethnic diversity topics based on their perceptions of faculty ethnicity. A quantitative using a survey method was designed to investigate students' reception of ethnic diversity topics from White and Non-white faculty. From three different institutions in Central Illinois, 141 undergraduate education students, which included students who are majoring in early childhood, elementary, or secondary education as well as students who are receiving teaching certificates with their majors, participated in this study. Results indicated that students received ethnic diversity topics more positively from Non-white faculty compared to White faculty. The results to research questions one and two were similar to the results of the overarching research question as all three areas of reception were received more positively from Non-white faculty compared to White faculty. The participants from all three institutions received ethnic diversity topics more positively with Non-white faculty compared to White faculty. Even though ethnic diversity topics were more positively received from Non-white faculty, participants felt that both White and Non-white faculty should discuss ethnic diversity topics in their courses.

Keywords: culturally responsive teaching, ethnic diversity topics, higher institutions

Dedication

I dedicate this thesis to all of the people who have invested in my education. To Craig Bundy who bought the laptop I did the majority of this thesis on. To my sister Kiah who showed me how much hard work goes into obtaining a Master's degree. To Tom Redig who showed me how to persevere through tough times giving me no excuses not to finish my thesis as he finishes his education. Also, to Patti Edwards and many other friends and family members who supported my decision to go back to school as a graduate assistant to complete my Master's degree. Finally, to my mom who has not only helped financially support my education but has made all of these opportunities possible by raising me, inspiring me, helping me with teaching as an educator herself, and continuing to be an essential part of my life.

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CHAPTER I

Introduction

Within the past few years, the K-12 student population is now less than 50 % White which the U.S. Census Bureau (2018) defines as having origins from Europe, the Middle East or North Africa (Wells, Fox, & Cordova-Cova, 2016). In higher education, universities are expecting to become more ethnically diverse as well with 25 % increases in African American and Asian students as well as a 46 % increase in Hispanic students by 2020 (Gurin & Maxwell, 2017). Even though the K-12 and the postsecondary student populations are continuing to see a rise in ethnic diversity, the trend does not apply to the faculty population of these schools.

The teacher workforce remains more than 80% White leaving administrators and teachers figuring out how they can bridge the divide (Romo, 2016). The demographic shift is causing many teachers to struggle when it comes to better serving students that are ethnically and culturally different from themselves (Deady, 2019). This has the potential to be an issue as teachers who are unfamiliar with students' cultural backgrounds can misinterpret cultural differences as misbehavior which can lead to discipline issues and poor academic outcomes (Bazron, Osher, & Fleischman, 2005).

In order prevent many of these issues, implementing ethnic diversity topics through culturally responsive teaching practices can help students feel valued, respected, and linked with instruction (Gonzalez, 2018). Stearns (2019) defines as the presence of different ethnic backgrounds or identities. Gay (2002) defines culturally responsive teaching as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively (p. 106). By making the content and learning environment more relevant for ethnically diverse students, these students will feel more connected with the

school, reduce behavior issues, and enhance their learning (Bazron, Osher, & Fleischman, 2005). Culturally responsive teaching is the framework for this study as it relates not only to meeting the needs of ethnically diverse students but also incorporating ethnic diversity topics in the curriculum. By completing this research, the researcher hopes to get a better perception of whether or not the demographic differences between teachers and students have an impact on student learning specifically when it comes to ethnic diversity topics.

Purpose of the Study

Not only is it important for educators to have an inclusive classroom for students of all ethnic backgrounds but implementing culturally responsive teaching can help with developing students' cultural intelligence as well as creating an environment where students are accepting and embrace the positive aspects of an ethnic diverse classroom (Gonzalez, 2018). The purpose of the study was to investigate the phenomenon of the student population being more ethnically diverse than the teacher population as well as examining student perceptions of ethnic diversity topics based on their perceptions of faculty ethnicity. This study gave a better understanding of whether or not the ethnicity of the educators is a factor in how students receive information associated with culturally responsive teaching based on their experiences. This is vital as the way faculty engages with ethnic diversity can lead to a positive or negative effect on student experiences, satisfaction, and learning outcomes (Garibay, 2014).

Research Questions

The overarching research question for the study is: Do student perceptions of faculty ethnicity impact students' receptions of ethnic diversity topics? To answer this question, the following research questions were formulated:

1. If yes, what area of reception of ethnic diversity topics is received more positively by the students?
2. If yes, what institution of the students receive ethnic diversity topics more positively based on faculty ethnicity?

Hypotheses

The hypotheses for this study include:

- Faculty's ethnicity will have an impact on how students receive information related to ethnically diverse topics. In addition, students will receive information related to ethnic diversity topics more positively with Non-white faculty compared to White faculty. This hypothesis was based off the cultural understanding theory which says that Non-white teachers implement culturally responsive teaching and discuss ethnic diversity topics from a perspective that students can relate to (Egalite & Kisida, 2016).
- All areas (which include course content, teaching practices, and other) will be more positively received when taught by Non-white faculty compared to White faculty.
- The institution the participants attend will not have a factor on the results of the study.

Significance of the Study

Differentiation is an important part of education as having just one standard approach does not meet the needs of students whose ability levels and backgrounds often vary (Tucker, 2011). As the ethnically diverse student population continues to grow in the U.S.A., it is vital that educators are incorporating culturally responsive teaching practices as a cultural disconnect can cause academic struggles in school which can lead to things like disproportionately referring students for special education and discipline issues leading to more frequent suspensions (Bazron, Osher, & Fleischman, 2005). Students from all ethnic groups need to be comfortable in

the classroom and not only be valued as students but have their specific needs addressed relating to their cultural background and personal experiences.

Even though the ethnically diverse students population is increasing, the ethnically diverse faculty population is not increasing anywhere near the rate of the student population (Loewus, 2019). Whether or not the faculty population is ethnically diverse, it is important to provide culturally responsive in order to work together with students of all backgrounds and prepare them for the ethnically diverse workforce in the U.S.A. This includes respecting how individuals may have perspectives that differ from their own and using their differences to collaboratively work toward successful problem solving and working efficiently. The experiences that students have with culturally responsive teaching may depend on how it is addressed in the class or how it is interwoven throughout the curriculum but the ethnicity of the educator that is implementing these practices may also factor in how students receive and respond to information relating to topics of ethnic diversity.

Limitations of the Study

There were some limitations in this study. One limitation relates to the sample of the study. The majority of the students and educators from the universities located in rural Illinois that are being sampled were predominantly White individuals. The participants had less experiences with Non-white faculty compared to White faculty. Also, some of the participants did not have any experiences with Non-white faculty in their courses which only gave the researcher data on their experiences with White faculty. This made it more difficult to identify relationships between the students' experiences with White and Non-white faculty. Another limitation with the sample included the researcher's personal biases in the creation of the questions asked as well as the survey as a whole. This may have prompted questions of

credibility as many of the questions in the survey were modified from the original surveys they came from.

Definitions of Terms

Culture. The characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts (Zimmermann, 2017).

Culturally responsive teaching. Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively (Gay, 2002).

Ethnicity. A group of people who identify with each other based on common ancestral, social, cultural, or national experiences (Bomani, 2018).

Ethnic diversity. The presence of different ethnic backgrounds or identities (Stearns, 2019).

Faculty. The people who teach in a college or university, or in a department of a college or university (Cambridge University Press, 2019).

Perception. A process of interpretation of a present stimulus on the basis of past experience (Sharma, 2015).

Reception. The way in which people react to a new idea, product, or person (Cambridge University Press, 2019).

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa (US Census Bureau, 2018).

Summary

Ethnic diversity in the K-12 and post-secondary student population in the U.S.A. has increased over the years and the trend is continuing to grow. However, the teacher population is not seeing as much change demographically. No matter what ethnicity the teacher is, culturally responsive teaching should be implemented into the classroom to meet the needs of all students and educate them on topics of ethnic diversity. The results of this study will pose implications on where or not there is a difference in how students perceive information related to topics of ethnic diversity when addressed by White and Non-white faculty. This following chapter will discuss research studies that relates to culturally responsive teaching, ethnic diversity in education, and the potential impact it has on the future of K-12 and post-secondary education.

Chapter II

Review of Literature

The U.S.A. is a nation that is made up of immigrants from all over the world. Immigrants bring in their diverse cultures and linguistic backgrounds into the society. Individuals who moved to the U.S.A. are “culturally and linguistically diverse” since the majority of them did not give up on their cultures and languages simply because they moved to a new country (Xiong, 2018). With the country being so diverse, people with different ethnic and cultural backgrounds had to learn how to live in the same country with others despite their differences. Historically, the demographics of the U.S.A. have been predominantly White, but more recently demographic changes and migration patterns have led to it becoming more ethnically diverse (Wells, Fox, & Cordova-Cova, 2016). With these demographic changes and the country’s past challenges with ethnic diversity, it is important that ethnic diversity topics are included in schools to not only to make them more inclusive for Non-white students but to also better prepare students for the workforce with experiences in sharing ideas, viewpoints, and approaches with ethnically diverse individuals (Wells, Fox, & Cordova-Cova, 2016).

This review explores how ethnic diversity plays a role in education and how teachers and students can benefit from culturally responsive teaching. The relationship between the ethnic diversity of the student population and the ethnic diversity of the teacher population will be highlighted as well as the positives and challenges that come with an ethnically diverse classroom. It discusses studies about student’s receptions about ethnic diversity topics and if the ethnicity of the educator plays a factor in how students take in the information based off their previous experiences.

The Framework of the Study

The framework for this study is based on culturally responsive teaching which Gay (2002) defines as using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively. The way that faculty engages with diversity in relation to both students and content can play a critical role in student experiences, satisfaction, and learning outcomes (Garibay, 2014). Being able to identify the needs of the students, specifically relating to ethnic diversity, plays a big role in providing an inclusive learning environment which Parrish (2019) defines as an environment that fosters learning across all differences. This is why it is important for teachers to provide students with culturally responsive education using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more effective for them (Bazron, Osher, & Fleischman, 2005). Implementing culturally responsive teaching can lead to meeting the needs of culturally diverse students and potentially impacting social change within the class, school, and the community (Evans, 2017).

The viewpoint of “tolerating” students’ differences changed to embracing students along with not just “doing multicultural education” but implementing it into the curriculum (Nieto, 1994, p. 1). For example, Nieto (1994) explains that teachers should provide students with a variety of texts including African American, Irish, and Latino literature. Another example refers to educators studying different scientists and mathematicians from a variety of backgrounds in science, technology, engineering, and mathematics, or STEM classes (Nieto, 1994). When teachers decorate the classroom for school holidays, they should not just celebrate Thanksgiving and Christmas but celebrate Chinese New Year, Hanukkah, and Dia de los Muertos as well. In social studies, teachers should provide a variety of viewpoints for important parts of history. For

example, concepts such as the discovery of America should not only be taught from the viewpoint of European Americans but also from groups like Native Americans and African Americans to better understand the complex factors that went into the creation of the U.S.A. (Banks, Cookson, Gay, Hawley, Nieto, & Stephan 2001). This helps students develop empathy for different points of view and increase their ability to think critically when looking at events in history as well as other areas of social studies (Banks et al., 2001).

Throughout the entire school curriculum, teachers need to provide students with opportunities to listen and partake in conversations about topics that are serious and may be uncomfortable for some to talk about. Discussions about “racism and privilege” are important topics to discuss and most students are usually eager to participate in the conversations (Hawley & Nieto, 2010, p. 70). These discussions help with counteracting stereotypes and biases that students may have as well as allowing students of the stereotyped group to inform others on a specific issue (Banks et al., 2001). It is important when doing this to make sure that one student or a group of students do not feel responsible for representing an entire ethnicity or culture. Instead, teachers can focus on students’ personal experiences to help with combating stereotypes. It is also important to see what qualities and values are shared by all cultural groups such as “justice, equality, freedom, peace, and compassion” and how they are showed or presented in their cultures (Banks et al., 2001, p. 198). This helps students see the similarities among cultures and show that even if people approach the same issue differently they still may be looking for similar outcomes.

Culturally responsive teaching should be implemented in every school regardless of the schools’ demographics or cultural background. Culturally responsive teaching can be implemented in classes that have a variety of students from different cultures, students who are

all of the same ethnicity, teachers with the same ethnicity, and teachers of different ethnic backgrounds. Especially when it comes to schools where the teachers and students are predominantly White, it is vital that culturally responsive teaching is applied since it is helpful for these teachers and students to be aware of their inherent privileges and use that privilege to support and advocate for social justice for all people (Xiong, 2018). Implementing culturally responsive teaching can also lead to being less likely to subscribe to biased stereotypes about students and classmates in predominantly White schools (Egalite & Kisida, 2016).

The development of cultural knowledge is a major component in the teacher's role with culturally responsive teaching as students are more likely to feel understood and cared for by a culturally sensitive teacher (Egalite & Kisida, 2016). Some teachers use daily or weekly journals in order to obtain experiences from students' lives by writing about topics such as their food choices, study habits, viewing television, and life outside of school which helps show teachers and students that not everybody is the same (Romo, 2016). This is a great way to get to know students while respecting and being interested in their experiences and cultural backgrounds (Hawley & Nieto, 2010). When students share their experiences, teachers can get a better understanding of situations that make students feel uncomfortable in relation to their ethnic background. This cultural understanding ties into the importance of developing strong relationships with students so students feel cared for and happy in class as a result of feeling understood by a culturally responsive teacher (Egalite & Kisida, 2016). Developing a positive student-faculty relationship helps with communication which increases trust and encourages risk taking as well as making sure students' voices are recognized showing them they are an essential part of the class (Garibay, 2014).

Student and Teacher Ethnic Diversity

The current demographic changes in the U.S.A. have had a direct impact on students and schools. The K-12 population is now less than 50 % White with Non-white students now being the majority (Wells, Fox, & Cordova-Cova, 2016). This includes Non-white students who have lived in the USA their entire lives, students whose parents are immigrants, students who are immigrants, and multiracial students. Similarly in higher education, institutions are expecting a 25 % increase in black and Asian students as well as a 46 % increase in Hispanic students by 2020 (Gurin & Maxwell, 2017). By 2023, about half of students graduating from secondary schools will be of some ethnic background other than White which will make postsecondary education and the workforce more ethnically diverse (Gurin & Maxwell, 2017).

Even though the K-12 population and postsecondary student populations are continuing to see a rise in ethnic diversity, the teaching force hasn't kept pace (Loewus, 2019). More diverse teachers have entered the profession but compared to the K-12 population, the numbers have not kept pace with the trend (Derury, 2018). This raises alarms for educators and parents since Non-white students are now the majority but the teacher workforce remains more than 80% White leaving administrators and teachers to figure out how they can bridge the divide (Romo, 2016). As the country continues to become more ethnically diverse, it is important for faculty members to understand the dynamics associated with teaching students of different backgrounds (Garibay, 2014). These students may have life experiences that differ from their teacher making it more difficult to connect to new information they are teaching or relating to. This is why it is important for teachers to be more aware of their own biases and work toward understanding their students' lives outside of the classroom (Romo, 2016). It will not only help with getting to know their students better but it will be beneficial in having a classroom environment where all

students feel safe, valued and respected giving them the best opportunity to be successful in the classroom (Garibay, 2014).

Positive and problematic aspects of ethnic diversity. Even though there may be challenges with the demographic changes, there are numerous benefits that students and teachers can reap from by having ethnic diversity, defined as the presence of different ethnic backgrounds or identities, be a part of a teacher's classroom (Stearns, 2019). All students bring cultural values and experiences to the classroom that cannot overlooked or viewed as "deficits" just because they differ from what the teachers might be used to (Hawley & Nieto, 2010, p. 69). Students and teachers get the opportunity to learn from the students in their class who may have different life experiences from theirs (Wells, Fox, & Cordova-Cova, 2016). It lets others see that there are different ways of life and people can see the same situation in multiple ways. Students' differences can help foster productive group discussions in which students share multiple perspectives that lead to greater engagement in active thinking (Garibay, 2014). Students can then get a better perspective of where students are coming from when responding and reacting to content and other forms of communication within the classroom. It also gives students a chance to question their beliefs and understand why they think the way they think or act the way they act (Hawley & Nieto, 2010). Not only is it important for students but it is vital for teachers who may be oblivious to their own cultural practices (Romo, 2016).

Experiences and time spent with individuals of different ethnic backgrounds can be beneficial in developing students' skills that are valuable in the classroom and in life (Wells, Fox, & Cordova-Cova, 2016). Wells, Fox, and Cordova-Cova (2016) discovered in their research that students' exposure to other students who are different from themselves provides situations that harvest and improve cognitive skills, including critical thinking and problem

solving. Students will be better prepared to navigate adulthood in an increasingly diverse society as is important to be comfortable working with colleges and customers from diverse cultural backgrounds (Wells, Fox, & Cordova-Cova, 2016). One study compared ideas in a brainstorming activity where students were organized into ethnically diverse and ethnically homogenous groups (Fine & Handelsman, 2010). Fine and Handelsman (2010) found that even though the number of ideas that were generated were the same, the feasibility and effectiveness of the diverse group's ideas were of higher quality.

Along with the life skills, Wells, Fox, and Cordova-Cova (2016) also reported that ethnically and racially diverse schools have been associated with smaller test score gaps between students as African American and Hispanic student achievement has increased. These gaps are something that administrators and policymakers focus on to see what they can do and change to close test score gaps. One study found that the SAT score gap between Black and White students were larger in segregated school districts and by integrating the district the gap disparity would be reduced by a quarter (Wells, Fox, & Cordova-Cova, 2016). Just because a school or class is more ethnically diverse doesn't mean that the achievement gap will close or students will develop critical thinking and problem solving skills. Teachers need to be able to create an environment for students that is inviting, fair, and respectful when it comes to their differences, even if it requires them to change things that they have viewed as successful in the past, otherwise the diversity will not thrive (Myers, 2017). This way, students from a variety of backgrounds including minority, White, middle class, low income, and many other ethnic and socioeconomic backgrounds will reap the benefits of a diverse classroom (Wells, Fox, & Cordova-Cova, 2016).

Ethnic diversity in the classroom can have some challenges such as less cohesiveness, less effective communication and discomfort (Fine & Handlesman, 2010). Specifically for White teachers and students, they might not be comfortable with discussions about race and ethnicity because they fear conversations about their own whiteness or privilege (Romo, 2016). With students having different backgrounds and opinions, if they are not shared and discussed in a respectful manner it could lead to poor communication and other issues within the classroom. One of the issues, called “microaggressions”, can come into play by students and teachers (Garibay, 2014). These can occur whether it is intentional or unintentional and can send negative messages to marginalized groups (Garibay, 2014). Microaggressions can occur from a lack of knowledge or experiences with people who are different from themselves but can have a big impact on students which is why it is important to recognize them and learn from mistakes when they are said (Garibay, 2014). One example is when people say that they are color blind when it comes to seeing race because even if their intentions may be positive, it shows people that they are not seeing or caring about their racial, ethnic, cultural, and linguistic differences which are very important part of their lives (Hawley & Nieto, 2010).

Being in an ethnically diverse classroom can enhance the ability of the students to have interracial understanding, empathy, and the ability to live with others from diverse backgrounds (Wells, Fox, & Cordova-Cova, 2016). These are all important qualities to have since the demographic changes are going to happen regardless of how people feel and having experiences working with others from different backgrounds allows for more opportunities to develop positive relationships (Wells, Fox, & Cordova-Cova, 2016). This can be done by talking with classmates who differ from each other to see what their daily life is like. It gives students a chance to understand their classmates more and connect with them differently to see if their

feelings about that student shift based on what they hear and see from their conversations and observations (Aguilar, 2018). When students develop empathy, students build up compassion for others which can help with relieving other people's suffering (Aguilar, 2018). Educators and their students get a chance to increase their cultural knowledge and understanding which allows them to think critically when confronting potential biases and change any thoughts or beliefs that were false (Garibay, 2014). These benefits are not unique to the U.S.A. as schools in different parts of Europe are becoming more ethnically diverse and they have also found that greater diversity and intergroup contact is resulting in more inclusive attitudes in schools (Fine-Davis & Faas, 2014). Students need to be prepared for a globalized economy to understand a wider variety of consumers' needs and create a positive work environment for everyone which goes beyond just limiting the chance of discrimination and stereotyping (Wells, Fox, & Cordova-Cova, 2016). These life skills can all be learned in the classroom if schools, administrators, teachers and students embrace the positive aspects of an ethnically diverse classroom.

Students' Receptions of Ethnic Diversity Topics and How it is Addressed in Education

Although not all faculty to student relationships are positive, it is necessary to communicate with the students in order to make sure teachers are taking the necessary actions to scaffold students toward success. Using surveys to obtain students' receptions on their experiences in the classroom and with faculty not only helps educators to efficiently respond to diversity but it lets teachers focus on the classroom environment, teaching strategies, curriculum materials, and teacher/student behaviors (Matsumoto-Grah, 2012). By obtaining students' receptions of how ethnic diversity topics are addressed in their classes, faculty will be able to minimize the challenges and derive maximum benefits from diversity in the classroom (Fine & Handlesman, 2010).

A survey was conducted to investigate students' perceptions on their satisfaction with the faculty's diversity, how the diverse faculty contributed to their educational experiences, and the faculty's respect for diversity among students (Lee, 2010). Some of her previous research found that African American students who had positive interactions with faculty were more likely to persist in college which emphasizes how much of an impact faculty can have. Faculty members play a significant role in the success of students and having the communication between the two is very important when identifying what students' needs are as well as what teachers can do to better help their students (Lee, 2010). Looking further into the survey that Lee implemented, the study focused on responses from White students and Non-white students. The feedback from the two groups of students differed in some areas but they also agreed in other areas. Results showed that White students agreed more strongly than Non-white students when it came to believing that the faculty was diverse in ethnic backgrounds. Non-white students agreed more strongly than White students when it came to being less satisfied with faculty diversity. Even though there were slight differences in the responses, both White and Non-white students felt that faculty diversity contributed to their educational experiences and that faculty respected diversity among students (Lee, 2010). Not only did the study give feedback to the teachers but it showed how students' experiences in the same class or with the same faculty member could be completely different from students whose ethnicities differ from their own.

Clemson University has started making more of an effort to get more minority teachers into the classrooms and in their case specifically African American men (Derury, 2018). They feel as if finding teachers for ethnically diverse schools has to go beyond grade point average and test scores and look for culturally sensitive teachers who come from backgrounds that are similar to their students (Derury, 2018). This is done to combat the persistent issue of Non-white

students having numerous encounters of problematic behavior that is deliberately or intentionally discouraging when working with White faculty which was found in a study that surveyed students two decades earlier (Chesler, Wilson, & Malani, 1993). For many of these encounters, White faculty were unaware that students of color experienced them as problematic (Chesler, Wilson, & Malani, 1993). This relates to the findings of Egalite and Kisida (2016) who found that students feel as if they are cared for, captivated by their teacher's instruction, and happier in class when their teacher looks more like them.

A study at Oregon State surveyed 4,000 undergraduate students and found that even though a majority of their students and faculty were White, 82% of students of color felt that the school was supportive of students from different ethnic backgrounds (Sanders, 2009). They also found that 70% of all students agreed that the school encourages free and open discussions about difficult topics such as race and ethnicity (Sanders, 2009). Another study on the results from a Multicultural School Climate Inventory (2012) found that the feedback from the inventory drastically helped schools improve the school culture for Latina/o students and other English Language Learners. The schools did not make changes to the diversity of the faculty but the results helped with making changes in the curriculum, teaching strategies, and overall attitude toward these students and within a few years led to remarkable gains in math, science, and language arts as well as standardized test scores (Marx & Brynes, 2012). So even though the ethnic diversity of the faculty did not necessarily resemble the ethnic diversity of the students, they were still able to find success in in the classroom and embrace students' different backgrounds.

Summary

With ethnic diversity increasing in the U.S.A, schools need to be able to not just accommodate for the needs of ethnically diverse students but embrace and prosper from all the benefits that come with their diverse backgrounds (Gurin & Maxwell, 2017). By completing this research, schools, administrators, and teachers will have a better idea of whether or not it is essential to acquire more ethnically diverse educators or focus on providing students with culturally responsive faculty regardless of ethnicity. Professional development in schools and program planners of teacher education programs need to put an emphasis on culturally responsive teaching to create positive and inclusive learning environments for children of all ethnic backgrounds as well as increase students' cultural knowledge (Evans, 2017). Students' feedback on their educational experiences were beneficial in making necessary changes that better meet the needs of an increasingly culturally and linguistically diverse student population allowing high quality instruction to be given to every student (Evans, 2017). The following chapter will address the methodology of the study.

CHAPTER III

Methods

This chapter explains how the study was designed, what population was sampled, and the instrument that was used in this research. The data collection and analysis was expounded on along with how the research questions were answered.

Design of the Study

The study utilized a quantitative approach using a survey method to collect data. The survey method used descriptive analysis to analyze the results of the study. The purpose of the study is to investigate students' reception of ethnic diversity topics from White and Non-white faculty. The overarching research question for the study was: Do student perceptions of faculty ethnicity impact students' receptions of ethnic diversity topics? To answer this question, the following research questions were formulated:

1. If yes, what area of reception of ethnic diversity topics is received more positively by the students? For research question 2, areas of reception of diversity topics included: course content, teaching practices, and other.
2. If yes, what institution of the students receive ethnic diversity topics more positively based on faculty ethnicity?

Sample

The sample for this study was based on purposeful selection. The individuals who responded to the survey were volunteer participants since the instrument was distributed using email. University students majoring in education were selected from Eastern Illinois University (EIU), Western Illinois University (WIU), and Southern Illinois University at Edwardsville (SIUE) where majority of the undergraduate programs are done face to face. The three campuses

were purposely selected based on the similar characteristics in terms of student population, campus size, and programs that are offered. Demographically, EIU has 5,957 undergraduate students and 66.6% of students are White as well as 88.3% of faculty are White (College Factual, 2019). WIU has 8,543 undergraduate students and 60.1 percent of students are White as well as 86.2 percent of faculty are White (College Factual, 2019). SIUE has 11,720 undergraduate students and 73.3 percent of students are White as well as 78.4 percent of faculty are White (College Factual, 2019).

Education students were specifically focused on as their courses provide ample opportunities for their instructors to address or incorporate ethnic diversity topics throughout their curriculum compared to educators in other colleges. Education students include students who are majoring in early childhood, elementary, or secondary education as well as students who are receiving teaching certificates with their majors. First year students or individuals finishing up their education all were qualified to participate in the survey. Students who have only had experiences with White or Non-white faculty qualified to participate in the survey but could only reply to the survey items relating to their experiences. Table 1 on page 21 reported the number of participants from each institution as well as the amount of White and Non-white faculty they had. Table 2 on page 22 reported on the demographic information on participant's year in school, ethnicity, and gender according to institution.

Table 1

Numbers and Percentages of White and Non-white Faculty According to Institution (n=141)

Institution	n	White Faculty	Non-white Faculty
EIU	49 (34.75%)	742 (38.53%)	136 (33.33%)
WIU	47 (33.33%)	551 (28.61%)	123 (30.15%)
SIUE	45 (31.92%)	633 (32.86%)	149 (36.52%)
Total	141	1,926	408

Table 2

Demographic Information on Participants Year in School, Ethnicity, and Gender Based on Institution. (n=141)

Institution	EIU	WIU	SIUE	Total
Year in School				
Freshman	10 (20.41%)	5 (12.50%)	2 (4.44%)	17 (12.06%)
Sophomore	5 (10.20%)	10 (20.83%)	9 (20.0%)	24 (17.02%)
Junior	14 (28.57%)	14 (29.17%)	21 (46.67%)	49 (34.75%)
Senior	20 (40.82%)	18 (37.50%)	13 (28.89%)	51 (36.17%)
Ethnicity				
A/A-A	1 (2.0 %)	6 (12.77%)	4 (8.89 %)	11 (7.80%)
A/PI	1 (2.0%)	0 (0%)	1 (2.22%)	2 (1.42%)
W	42 (84.0%)	37 (78.72%)	38 (84.44%)	117 (82.98%)
H/L	4 (8.0%)	4 (8.51%)	1 (2.22%)	9 (6.38%)
NA	1 (2.0%)	0 (0%)	1 (2.22%)	2 (1.42%)
Gender				
Female	43 (87.76%)	41 (87.23%)	39 (86.87%)	123 (87.23%)
Male	4 (8.16%)	5 (10.64%)	6 (13.33%)	15 (10.64%)
Transgender Female	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)
Transgender Male	1 (2.04%)	0 (0.00%)	0 (0.00%)	1 (0.71%)
Not Listed	1 (2.04%)	1 (2.13%)	0 (0.00%)	2 (1.42%)

Note. A/A-A = African/African-American, A/PI = Asian/Pacific Islander, W = White. H/L = Hispanic/Latino, NA = Native American, MR = Multiracial. NL = Not Listed, PNA = Prefer Not to Answer

Instrument

The instrument used in this study is titled, "Faculty Feedback Survey" which was developed by the investigator. The instrument is based on the following five previously

established instruments: Common Beliefs Survey (Hawley, Irvine, & Landa, 2017), Multicultural School Climate Inventory (Markx & Brynes, 2012), Massachusetts Institute of Technology Diversity in the Classroom: A Checklist Matsumoto-Grah (2002), and A Study of Pre-service Teachers' Attitudes Regarding Issues of Diversity: A Challenge for Transformative Pedagogues (VanGunten, 1995).

The Common Beliefs Survey (Hawley, Irvine, & Landa, 2017) was developed to help educators with professional development and teacher leadership in the efforts to obtain student feedback in order to help with teaching tolerance within the classroom. The next instrument, Multicultural School Climate Inventory (Markx & Brynes, 2012), was designed to view students' perceptions on the multicultural climate in their classroom. An instrument used at Massachusetts Institute of Technology, MIT Diversity Questions Diversity in the Classroom: A Checklist Matsumoto-Grah (2002), was designed to help educators identify and address the diversity in their classroom. The last instrument, A Study of Pre-service Teachers' Attitudes Regarding Issues of Diversity: A Challenge for Transformative Pedagogues (VanGunten, 1995), examined how preservice teachers view diversity in their classroom as well as what is important for them to understand and implement when it comes to diversity in their teaching.

The "Faculty Feedback Survey" examined students' perceptions on their experiences with how ethnic diversity and ethnic diversity topics are addressed in the classroom from White faculty and Non-white faculty. The survey consisted of 36 questions: six questions related to the students' ethnicity, gender, year in school, university they study in, and how many White and Non-white faculty members they have had as an instructor. Please see Appendix A for further details of the survey items. Thirty questions pertained to the students' experiences with faculty who have brought up or implemented ethnic diversity topics within their lessons or curriculum.

Fifteen questions asked students about their experiences with White faculty and also the same 15 questions in relation to their experiences with Non-white faculty.

Some examples of the questions used in the survey include: My professor(s) should discuss ethnic diversity topics in the course content; My professor(s) discussed ethnic diversity issues to make minority students feel more comfortable in the classroom; My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in schools. If students have only had White faculty, they will just respond to the questions related to their experiences with White faculty.

The “Faculty Feedback Survey” used a 5-point type scale where students responded to each questions by selecting strongly agree, agree, disagree, or strongly disagree. The researcher piloted the survey and ran the reliability score. The Cronbach’s Alpha was .884 which shows that the survey has a high reliability for the study.

Questions	Survey Items	Number of Questions
Demographic	1-6	6
White	7-21	15
Non-white	22-36	15
Total	36	36

Figure 1: Summary of the Survey Items

Data Collection Procedures

The survey was sent out to all education students at EIU, WIU, and SIUE after the Institution Review Board approved it. The researcher was looking to get responses from at least 600 undergraduate students. The survey was sent out using the researcher’s email address that

further explained what the survey was for and how to go about taking the survey itself. Students did not have to give consent as the survey is optional. As an incentive to respond to the survey, students who responded were entered into a drawing to win a \$20 Amazon gift card for each university.

First, the researcher had to get approval from the thesis committee to go forward with the study. After obtaining approval from the thesis committee, the researcher had to get IRB approval from the Office of Research and Sponsored Programs. Once IRB approval was obtained, the researcher contacted the office of registrar at each university to get approval to send the survey out to their students. From there, the researcher sent a copy of the survey as well as the email the survey was attached to so they can send them out to the education students.

Once the survey was sent out, the researcher gave the students two weeks to respond to the survey. The surveys were sent out the Monday before each university's spring break in order for them to reply while they were in school or while they were on their break. Since the response rate to the survey was lower than 600, the researcher sent out the email for the second time giving the students another week to respond before analyzing the data. The students' responses to the survey were collected and saved by using Qualtrics.

Data Analysis

Results from the survey were analyzed by using Statistical Package of Social Sciences (SPSS). Descriptive analysis was used to obtain numbers and percentages of students' responses to the survey. The variables include course content, assignments, and resource items, teaching items, and other items which included faculty themselves. The way that students answered the questions relating to their experiences with White and Non-white faculty were examined to

identify patterns of similarities and differences. Based on the results of research questions 1 and 2, the overarching research question was answered.

Items 1-6 relate to the demographics of the individuals taking the survey. The data from items 1-6 was used to answer sub research question B. The remaining items in the instrument was used to answer sub research question A. Items 7-9, 12, 17, 22-24, 27, and 32 were analyzed using SPSS to determine percentages with the receptions related to course content, assignments, and resources used in the classroom. Items 10, 11, 13, 15, 20, 25, 26, 28, 30, and 35 are associated with teaching practices. Items 14, 16, 18, 19, 21, 29, 31, 33, 34, and 36 are associated with other areas related to the educational experience in the classroom including faculty themselves. Figure 2 below summarizes the items of the survey that correspond to the areas of reception including the demographics as well as the survey items that were used to answer each research question:

Area	Survey Items #	To Answer What Research Question
Demographic	4	Research Question Two
Course Content	7, 8, 9, 12, 17, 22, 23, 24, 27, 32	Research Questions 1 and 2
Teaching Practices	10, 11, 13, 15, 20, 25, 26, 28, 30, 35	Research Questions 1 and 2
Other	14, 16, 18, 19, 21, 29, 31, 33, 34, 36	Research Questions 1 and 2

Figure 2: Area of Reception Including Demographic

Note: Items 7-21 and 22-36 were used to answer the overarching research question

Treatment of Data

The data was collected through Qualtrics and imported into Statistical Package of Social Sciences (SPSS). Before starting the survey, participants were required to read the instruction and directions of the survey. All of the participants' information were removed from the data collection process and stored in a separate file to ensure the confidentiality of the participants. The only time the contact information was accessed was to contact the three winners of the random drawings for the \$20 gift card. Additionally, all information was kept on one flash drive to again maintain confidentiality of the participants. The data will be kept for three years after completion of the study, per IRB policy, after which the flash drive will be destroyed.

Summary

The study utilized survey method to collect data from undergraduate students in three universities in Central and Southern Illinois. The instrument was self-developed using other instruments and research related to the same topic. Undergraduate students in the education programs at EIU, WIU, and SIUE were contacted through email to voluntarily participate in the study by completing the survey. The items were analyzed by using SPSS to find out if the students' reception of ethnic diversity topics were differed when addressed by White and Non-white faculty. This was measured by looking at how White and Non-white faculty addressed and implanted these topics in their course content, assignments, resources, teaching strategies, and other factors relating their teaching experience.

CHAPTER IV

Results and Findings

This chapter reports the data analysis, results, and findings of study. The data was analyzed quantitatively by using SPSS which was imported from Qualtrics to answer the research questions. The overarching research question was: Do student perceptions of faculty ethnicity impact students' receptions of ethnic diversity topics? Followed by the research questions 1 and 2: If yes, what area of reception of ethnic diversity topics is received differently by the students? If yes, what institution of the participants receive ethnic diversity topics differently based on faculty ethnicity? The areas of reception include course content, teaching practice and other. The survey items in the other area of reception refer to the participants professors' teaching philosophy, own ethnic and cultural background, personal beliefs related to ethnic diversity topics, and cultural sensitivity within the classroom. The next section explains the results of the study based on the overarching research question followed by the two sub research questions.

An Overarching Question: Does the Faculty Ethnicity Impact Student Reception of Ethnic Diversity Topics?

A total of 15 questions (survey items 7-21) were used to obtain results for White faculty and another 15 questions (survey items 22-36) were used to obtain results for Non-white faculty. The overall results show a mean percentage of students experiences with Non-white faculty being more positive than with White faculty. Positive experiences refer to participants' responses to strongly agree and agree and negative experiences refer to the participants' responses to disagree and strongly disagree.

The mean percentages were higher for the strongly agree responses with Non-white faculty compared to White faculty. A total of 39.42% of participants strongly agreed to the survey items relating to their experiences with Non-white faculty compared to 24.95% of participants who strongly agreed to the survey items relating to their experiences with White faculty. However, mean percentages were higher for the agree responses with White faculty compared to Non-white faculty. A total of 51.70% of participants strongly agreed to the survey items relating to their experiences with White faculty compared to 44.97% of participants who agreed to the survey items relating to their experiences with Non-white faculty.

Although the result in mean percentages differed between strongly agree and agree responses, both mean percentages of disagree and strongly disagree responses were higher with White faculty compared to Non-white faculty. For disagree responses, the mean percentage for responses to White faculty was 17.93% and the mean percentage for Non-white faculty was 13.69%. Also, for strongly disagree responses, the mean percentage for responses to White faculty was 5.42% and the mean percentage for Non-white faculty was 1.92%. For details, please see Table 3 below.

Table 3

Mean Percentage of All Areas of Reception According to White and Non-white Faculty Based on Likert Scale. (n=141)

Likert Scale	White	Non-white
SA	24.95	39.42
A	51.70	44.97
D	17.93	13.69
SD	5.42	1.92

Note. SA = Strongly Agree. A = Agree. D = Disagree. SD = Strongly Disagree.

Research Question 1: If Yes, What Area of Reception of Ethnic Diversity Topics is Received More Positively by the Students?

The three areas of reception were course content, teaching practices, and other.

Course content. The survey items in the course content area of reception relate to ethnic diversity topics in class discussions, materials, resources, and visuals used in the classroom. For White faculty, participants rated the strongly agree response the highest percentage of 48.92% on survey item 12 (My professors should discuss ethnic diversity topics in the course content) and rated the strongly disagree response the highest percentage of 13.24% for survey item 17 (My professors) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content. A total of 48.92% of participants strongly agree that their professors should discuss ethnic diversity topics in the course content. Also, 13.24% of participants strongly disagree that their professors addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content. See tables 4 and 5 for more details.

For Non-white faculty, participants rated the strongly agree response the highest percentage of with survey item 27 (My professors should discuss ethnic diversity topics in the course content) and rated the strongly disagree response the highest for survey item 32 (My professors addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content). Similar to the responses for White faculty, 52.34% of participants strongly agreed that their professors should discuss ethnic diversity topics in the course content. Also, 2.34% of participants strongly disagreed that their professors addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content. See tables 4 and 5 for more details.

Teaching practices. The survey items that fell under the teaching practices area of reception refer to the methods that professors use to help students understand the material that is being taught and how to apply what they are learning. For White faculty, participants rated the strongly agree response the highest for survey item 20 (My professors stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences) and rated strongly disagree the highest for survey item 15 (My professors discussed ethnic diversity issues to make minority students feel more comfortable in the classroom). A total of 27.54% of participants strongly agree that their professors stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences. Also, 7.97% of participants strongly disagreed that their professors discussed ethnic diversity issues to make minority students feel more comfortable in the classroom. See tables 4 and 5 for more details.

For Non-white faculty, participants rated the strongly agree response the highest for survey item 26 (My professors made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions) and strongly disagree the highest for survey item 30 (My professors discussed ethnic diversity issues to make minority students feel more comfortable in the classroom). A total of 40.31% of participants strongly disagreed that their professors made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions. Also, similar to the responses for White faculty, 3.91% of participants strongly disagreed that their professors discussed ethnic diversity issues to make minority students feel more comfortable in the classroom. See tables 4 and 5 for more details.

Other. The survey items that fell under the other area of reception refer to the professor's teaching philosophy, own ethnic and cultural background, personal beliefs related to ethnic

diversity topics, and cultural sensitivity within the classroom. For White faculty, participants rated the strongly agree response the highest for survey item 21 and rated strongly disagree the highest for survey item 14. 34.31% of participants strongly agreed that their professors believe that cultural diversity and individual differences are valuable and should be preserved in schools. Also, 5.80% of participants strongly disagree that their professors taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom. See tables 4 and 5 for more details.

For Non-white faculty, participants rated the strongly agree response the highest for survey item 36 and rated strongly disagree the highest for survey item 34. Similar to the response to White faculty, 44.53% of participants strongly agree that their professors believe that cultural diversity and individual differences are valuable and should be preserved in schools when it comes to Non-white. Also, 2.34% of participants strongly disagree that their professor's purpose for teaching is to prepare students to live in a culturally diverse society. See tables 4 and 5 for more details.

Table 4

Percentage of Area of Reception of Ethnic Diversity Topics from White and Non-white Faculty Received Positively by Participants. (n=141)

Area of Reception/ Survey Item	White		Non-white	
	SA	A	SA	A
Course Content				
7. My professor(s) addressed ethnic diversity topics (African American literature celebrating Dia de los Muertos Native American history during colonialization) in the course content	20.86	58.27	40.31	44.96
8. My professor(s) made an attempt to recognize the contributions of ethnically diverse people in the course	27.34	53.96	39.53	45.74
9. My professor(s) clearly used people from ethnically diverse backgrounds in the visual materials (presentations, text, posters, and videos) used for the course resources	26.62	51.08	37.98	48.06
12. My professor(s) should discuss ethnic diversity topics in the course content	48.92	45.32	52.34	39.84
17. My professor(s) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content	14.71	41.91	28.13	48.44
Teaching Practices				
10. My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion	17.27	52.52	39.84	42.97
11. My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions	23.91	50.72	40.31	43.41
13. My professor(s) discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions	21.17	51.82	37.98	44.96
15. My professor(s) discussed ethnic diversity issues to make minority students feel more comfortable in the classroom	15.22	47.83	28.91	43.75
20. My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical	27.54	53.62	38.28	46.09

teaching experiences

Other

14. My professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom	19.57	52.17	36.43	44.19
16. My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students	26.09	55.80	42.64	44.96
18. My professor(s) background is an important component in how he/she teaches	26.09	55.80	42.64	44.19
19. My professor(s) purpose for teaching is to prepare students to live in a culturally diverse society.	24.64	50.00	41.41	46.09
21. My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in school	34.31	54.74	44.53	46.88

Note. SA = Strongly Agree. A = Agree.

Table 5

Percentage of Area of Reception of Ethnic Diversity Topics from White and Non-white Faculty Received Negatively by Participants. (n=141)

Area of Reception/ Survey Item	White		Non-white	
	D	SD	D	SD
Course Content				
22. My professor(s) addressed ethnic diversity topics (African American literature celebrating Dia de los Muertos Native American history during colonialization) in the course content	14.39	6.47	12.40	2.33
23. My professor(s) made an attempt to recognize the contributions of ethnically diverse people in the course	13.67	5.04	13.95	0.78
24. My professor(s) clearly used people from ethnically diverse backgrounds in the visual materials (presentations, text, posters, and videos) used for the course resources	19.42	2.88	11.63	2.33
27. My professor(s) should discuss ethnic diversity topics in the course content	5.04	0.72	6.25	1.56
32. My professor(s) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content	30.15	13.24	21.09	2.34
Teaching Practices				
25. My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion	22.30	7.91	16.41	0.78
26. My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions	19.57	5.80	15.50	0.78
28. My professor(s) discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions	20.44	6.57	14.73	2.33
30. My professor(s) discussed ethnic diversity issues to make minority students feel more comfortable in the classroom	28.99	7.97	23.44	3.91
35. My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical	12.32	6.52	13.28	2.34

teaching experiences

Other

29. My professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom	22.46	5.80	17.83	1.55
31. My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students	13.77	4.35	10.08	2.33
33. My professor(s) background is an important component in how he/she teaches	16.67	1.45	10.85	2.33
34. My professor(s) purpose for teaching is to prepare students to live in a culturally diverse society.	21.74	3.62	10.16	2.34
36. My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in schools	8.03	2.92	7.81	0.78

Note. D = Disagree. SD = Strongly Disagree.

Research Question 2: If Yes, What Institution of the Participants Receive Ethnic Diversity Topics Differently Based on Faculty Ethnicity?

By using the participants' responses to Strongly Agree and Strongly Disagree in the Likert scale, the researcher was able to determine that there were differences in areas of reception across all three institutions when it came to the participants receiving ethnic diversity topic differently based on faculty ethnicity. The three areas of reception of ethnic diversity topics were course content, teaching practice and other. The three institutions that the participants in the study attended were EIU, SIUE, and WIU.

Course content. The survey items in the course content area of reception relate to ethnic diversity topics that are included in class discussions and resources used in the curriculum. For White faculty, participants from all three institutions rated survey item 12 the highest for strongly agree. EIU had 45.83%, SIUE had 59.09%, and WIU had 42.55%. This appears that

participants from all three institutions strongly agreed that their professors should discuss ethnic diversity topics in their course content (survey item 12). For details, see Table 6.

For Non-white faculty, participants from all three institutions rated survey item 27 the highest for strongly agree. EIU had 45.24%, SIUE had 52.38%, and WIU had 59.09%. These results are similar with White faculty as the participants from all three institutions strongly agreed that their professors should discuss ethnic diversity topics in their course content (survey item 27). For details, see Table 6 below.

Table 6

Percentage of Participants Score in Strongly Agree Category on Survey Items According to Institution for White and Non-white Faculty. (n=141).

Institution	Survey Item(s)	White Faculty	Survey Items(s)	Non-white Faculty
EIU	#12	45.83	#27	45.24
SIUE	#12	59.09	#27	52.38
WIU	#12	42.55	#27	59.09

Note. Survey Items #12 (White) and #27 (Non-white): My professor(s) should discuss ethnic diversity topics in the course content.

For the participants' responses in the category of strongly disagree, the institutions differed in their responses. For White Faculty, participants from EIU (14.89%) rated survey item 17 the highest for strongly disagree while participants from both SIUE (13.64%) and WIU (12.77%) rated survey item 7 the highest, respectively. Participants from EIU strongly disagreed that their professors addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content (survey item 17). Participants from SIUE and from WIU strongly disagreed that their professors addressed ethnic diversity topics (African American literature,

celebrating Dia de los Muertos, Native American history during colonization) in the course content (survey item 7). For details, see Table 7.

For Non-white faculty, participants from EIU rated survey item 24 the highest for strongly disagree (4.76%) participants from SIUE rated survey item 32 the highest (4.76%) and participants from WIU rated survey item 22 the highest (2.22%). Participants from EIU strongly disagreed that their professors clearly used people from ethnically diverse backgrounds in the visual materials (presentations, text, posters, and videos) used for the course resources (survey item 24). Participants from SIUE strongly disagreed that their professors addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content (survey item 32). Also, similar to the participants' responses to White faculty, participants from WIU strongly disagreed that their professors addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content (survey item 22). For details, see Table 7 below.

Table 7

Percentage of Participants Score in Strongly Disagree Category on Survey Items According to Institution for White and Non-white Faculty. (n=141)

Institution	Survey Item(s)	White Faculty	Survey Items(s)	Non-white Faculty
EIU	#17	14.89	#24	4.76
SIUE	#7	13.64	#32	4.76
WIU	#7	12.77	#22	2.22

Note. Survey Items #7 (White) and #22 (Non-white): My professor(s) addressed ethnic diversity topics (African American literature, celebrating Dia de los Muertos, Native American history during colonization) in the course content.

Survey Items #17 (White) and 32 (Non-white): My professor(s) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content.

Survey Item #24 (Non-white): My professor(s) clearly used people from ethnically diverse backgrounds in the visual materials (presentations, text, posters, and videos) used for the course resources.

Teaching practices. The survey items in the teaching practices area of reception relate to the strategies that teachers use to teach their material. For the participants' responses in the category of strongly agree, the institutions differed in their responses. For White faculty, participants from both EIU and SIUE rated survey item 20 the highest, 35.42% and 27.27%, respectively, while participants from WIU (23.40%) rated survey item 10 the highest. Participants from EIU and from SIUE strongly agree that their professors stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences (survey item 20). Participants from WIU strongly agree that their professors shared personal experiences with ethnic diversity that are like mine in class lectures or discussion (survey item 10). For details, see Table 8.

For Non-white faculty, participants from EIU rated survey item 28 the highest for strongly agree (45.24%), participants from SIUE rated survey item 26 the highest (40.48%) and participants from WIU rated survey item 35 the highest (47.73%). Participants from EIU strongly agreed that their professors discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions (survey item 28). Participants from SIUE strongly agreed that their professors made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions (survey item 26). Also, participants from WIU strongly agree that their professors stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences (Survey item 35). For details, see Table 8 below.

Table 8

Percentage of Participants Score in Strongly Agree Category on Survey Items According to Institution for White and Non-white Faculty. (n=141)

Institution	Survey Item(s)	White Faculty	Survey Items(s)	Non-white Faculty
EIU	#20	35.42	#28	45.24
SIUE	#20	27.27	#26	40.48
WIU	#10	23.40	#35	47.73

Note. Survey Item #10 (White): My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion.

Survey Items #20 (White) and #35 (Non-white): My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences.

Survey Item #26 (Non-white): My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions.

Survey Item #28 (Non-white): My professor(s) discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions.

For the participants' responses in the category of strongly disagree, the institutions differed in their responses. For White faculty, participants from EIU rated survey item 15 the highest for strongly disagree (6.25%), participants from SIUE rated survey items 15 and 20 the highest (9.09%), and WIU (10.87%) rated survey item 20 the highest (10.87%). Participants from both EIU and SIUE strongly disagreed that their professors discussed ethnic diversity issues to make minority students feel more comfortable in the classroom (survey item 15). Participants from SIUE and WIU also strongly disagreed that their professors stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences (survey item 20). For details, see Table 9.

For Non-white faculty, participants from all three institutions rated survey item 30 the highest for strongly disagree. EIU had 4.76%, SIUE had 4.76%, and WIU had 2.27%.

Participants from all three institutions strongly disagreed that their professors discussed ethnic diversity issues to make minority students feel more comfortable in the classroom (survey item 30). Participants from both EIU and WIU also strongly disagreed that their professors stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences (survey item 35). For details, see Table 9 below.

Table 9

Percentage of Participants Score in Strongly Disagree Category on Survey Items According to Institution for White and Non-white Faculty. (n=141)

Institution	Survey Item(s)	White Faculty	Survey Items(s)	Non-white Faculty
EIU	#15	6.25	#30, 35	4.76
SIUE	#15, 20	9.09	#30	4.76
WIU	#11, 20	10.87	#25, 30, 35	2.27

Note. Survey Item #11 (White): My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions.

Survey Items #15 (White) and #30 (Non-white): My professor(s) discussed ethnic diversity issues to make minority students feel more comfortable in the classroom.

Survey Items #20 (White) and #35 (Non-white): My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences.

Survey Item #25 (Non-white): My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion.

Other. The survey items in the Other area of reception relate to faculty teaching philosophy and personal beliefs relates to ethnic diversity topics. For White faculty, participants from all three institutions rated survey item 21 (My professors believe that cultural diversity and individual differences are valuable and should be preserved in schools) the highest for strongly agree. EIU had 43.75%, SIUE had 25.00%, and WIU had 33.33%. This appears that participants from all three universities strongly agreed that their professors believe that cultural

diversity and individual differences are valuable and should be preserved in schools (survey item 21). For details, see Table 10.

For Non-white Faculty, participants from EIU rated survey item 36 the highest for strongly agree (52.38%) while participants from both SIUE and WIU rated survey item 31 the highest, 42.86% and 12.77%, respectively. The results are similar to White faculty as participants from EIU strongly agreed that their professors believe that cultural diversity and individual differences are valuable and should be preserved in schools (survey item 36). Participants from both SIUE and from WIU strongly agreed that their professors are culturally sensitive and are not likely to subscribe to biased stereotypes about their students (survey item 31). For details, see Table 10 below.

Table 10

Percentage of Participants Score in Strongly Agree Category on Survey Items According to Institution for White and Non-white Faculty. (n=141)

Institution	Survey Item(s)	White Faculty	Survey Items(s)	Non-white Faculty
EIU	#21	43.75	#36	52.38
SIUE	#21	25.00	#31	42.86
WIU	#21	33.33	#31	51.11

Survey Items #21 (White) and #36 (Non-white): My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in schools.

Survey Item #31 (Non-white): My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students.

For White faculty, participants from all three institutions rated survey item 14 the highest for strongly disagree. EIU had 2.08%, SIUE had 6.82%, and WIU had 8.70%. Participants from all three institutions strongly disagreed that their professors taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom

(survey item 14). Participants from both EIU and SIUE also strongly disagreed that their professors' purpose for teaching is to prepare students to live in a culturally diverse society (survey item 19). For details, see Table 11.

For Non-white faculty, participants from EIU rated survey item 33 the highest for strongly disagree (4.76%) participants from SIUE rated survey item 31 the highest (7.14%) and participants from WIU had 2.27% rated survey item 34 the highest. Participants from EIU strongly disagreed that their professors background is an important component in how he/she teaches (survey item 33). Participants from SIUE strongly disagreed that their professors are culturally sensitive and are not likely to subscribe to biased stereotypes about their students (survey item 31). Also, participants from WIU strongly disagree that their professors' purpose for teaching is to prepare students to live in a culturally diverse society (Survey item 34). For details, see Table 11 below.

Table 11

Percentage of Participants Score in Strongly Disagree Category on Survey Items According to Institution for White and Non-white Faculty. (n=141)

Institution	Survey Item(s)	White Faculty	Survey Items(s)	Non-white Faculty
EIU	#14, 16, 18, 19	2.08	#33	4.76
SIUE	#14, 19, 21	6.82	#31	7.14
WIU	#14	8.70	#34	2.27

Note. Survey Item #14 (White): My professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom.

Survey Items #16 (White) and #31 (Non-white): My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students.

Survey Item #18 (White) and #33 (Non-white): My professor(s) background is an important component in how he/she teaches.

Survey Item #19 (White) and #34 (Non-white): My professor(s) purpose for teaching is to prepare students to live in a culturally diverse society.

Survey Item #21 (White): My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in schools.

Summary

Based off the mean percentages of the participants' responses to their experiences with both White and Non-white faculty, the researcher was able to determine that the students' perceptions of faculty ethnicity make a difference in how students receive ethnic diversity topics. For sub research question A, all three areas of reception were received differently by the participants. For sub research question B, there were differences in areas of reception across the institutions. The discussion and conclusion will follow in Chapter V.

Chapter V

Discussion and Conclusion

The researcher conducted this study to examine if students' perceptions of faculty ethnicity impact their receptions of ethnic diversity topics. Cambridge University Press (2019) defines reception as the way in which people react to a new idea, product, or person. This study focused on students' reception of ethnic diversity topics and if they received them more positively based on faculty ethnicity. Positive receptions are based on the students' responses to strongly agree and agree. Negative receptions are based on students' responses to disagree and strongly disagree. If participants received ethnic diversity topics more positively based on faculty ethnicity, what area of reception was received more positively and if the institution the students attend make a difference in how students received ethnic diversity topics. This chapter will discuss the findings of the study in detail as well as address previous research that relates to how the participants responded to survey items. The areas of future study and limitations will also be discussed.

Discussion

The overarching research question was developed to examine if students received ethnic diversity topics more positively based on their perception of faculty ethnicity. Results indicated that the participants responded more positively to their experiences with Non-white faculty compared to White faculty. Participants had higher responses of strongly agree for all statements when it came to their experiences with Non-white faculty. This supports Lee's (2010) study as both White and Non-white students felt that faculty diversity positively contributed to their educational experiences. More specifically, when Non-white faculty introduce ethnic diversity topics, they may have a better perspective that students will be able to relate to which can lead to

a meaningful interpersonal connection with the content as well as the students' background (Egalite & Kisida, 2016).

Even though the participants responses to strongly agree were higher for experiences with Non-white faculty, the percentage of responses to agree were higher for White faculty. Participants may have strongly agreed more with their responses to Non-white faculty but still received ethnic diversity topics from White faculty in a positive manner. If the faculty or student population is predominantly White, students are still likely to positively receive ethnic diversity topics from their teachers as they want to be aware of their inherent privileges and use that privilege to support and advocate for social justice for all people (Xiong, 2018). Even when it comes to ethnically diverse students, most of them are usually eager to participate in conversations about "racism and privilege" (Hawley & Nieto, 2010, p. 70). Having these conversations and incorporating ethnic diversity topics can lead to students being less likely to subscribe to biased stereotypes about students and classmates in predominantly White schools (Egalite & Kisida, 2016).

In general, the percentage of participants' responses to disagree and strongly disagree were much smaller for both White and Non-white faculty as students seemed to receive ethnic diversity topic from all faculty pretty well. It appears there was no statement that had a higher percentage of participants' responses for disagree or strongly disagree compared to their responses to strongly agree or agree. However, the participants' responses to both disagree and strongly disagree were higher for White faculty compared to Non-white faculty. This concurred with Bazron, Osher, and Fleischman's (2005) findings that teachers who are unfamiliar with students' cultural backgrounds can misinterpret cultural differences as misbehavior which can lead to discipline issues and poor academic outcomes. In higher education, Lee (2010) found

that Non-white students agreed that a department dominated by White faculty may not feel as welcoming for ethnically diverse students. In addition, participants may feel that Non-white faculty are uniquely positioned to explain new material in culturally responsive manner compared to White faculty (Egalite & Kisida, 2016).

Research question one was developed to examine which area of reception was more positively received based on students' perception of faculty diversity. The three areas of reception were course content, teaching practices, and other. Based off the participants' positive responses to strongly agree and agree as well as the negative responses to disagree and strong disagree, the percentages were similar to the results of the overarching research question. All three areas of reception were more positively received from Non-white faculty compared to White faculty. In each area of reception, participants had higher percentages for the strongly agree response with Non-white faculty and higher agree, disagree, and strongly disagree responses to White faculty. Therefore, the trend of participants receiving information related to ethnic diversity topics more positively from Non-white faculty remained the same in each area of reception.

Research question two was developed to examine if participants received ethnic diversity topics more positively based of their perceptions of faculty ethnicity according to the three institutions. It appears that participants scored more positively in area of reception of ethnic diversity topics from all three institutions. In course content, all of the participants from the three institutions reported that their professors should discuss ethnic diversity topics in the course content. In the teaching practices, participants from EIU and SIUE rated high for White faculty that their professors should incorporate ethnic diversity topics during student teaching and clinical experiences but not participants from WIU.

For the last area of reception that is other, all of the participants from the three institutions agreed that White faculty should have a teaching philosophy and personal beliefs for teaching ethnic topics. For Non-white faculty, participants from EIU strongly agreed that their professors believe should value cultural diversity and individual differences in their teaching. However, participants from SIUE and WIU strongly agreed that their Non-white professors were culturally sensitive and were not likely to stereotype or subscribe to other biases.

Outside of the overarching research question and sub-research questions, there were some other information as a result to the participants' responses to the survey. Demographically, 82.98% of the participants were White which is similar to the current the teacher workforce which remains more than 80% white (Romo, 2016). The participants were all education students or students receiving teaching certificates with their majors which means that they will be teachers in the near future. Based on these three institutions, the Non-white teaching population is not growing and White teachers will continue to be the majority around 80% (Romo, 2016). This aligns with the concept of the student population continuing to see a rise in ethnic diversity but the teaching force is keeping pace (Loewus, 2019). There could potentially lead to some issues for more ethnically diverse students as they see less people of the same ethnicity in positions of authority (Egalite & Kisida, 2016). Also, Egalite and Kisida (2016) found that students who are assigned teachers of the same ethnicity felt that they were being pushed to work hard, accepts nothing less than full effort, and held to high expectations.

For survey item 12, my professor(s) should discuss ethnic diversity topics in the course content, participants rated strongly agree the highest for their responses to both White and Non-white faculty. For White faculty, this was the only statement that had strongly agree as the participants' highest response. This shows that students feel their professors should discuss

ethnic diversity topics in their courses regardless if they are a White or Non-white professor.

This can lead to students enhancing their ability to have interracial understanding, empathy, and the ability to live with others from diverse backgrounds (Wells, Fox, & Cordova-Cova, 2016).

Also, instead of focusing on differences, teachers can help students see what qualities and values are shared by all cultural groups such as “justice, equality, freedom, peace, and compassion” and how they are showed or presented in their cultures (Banks et al., 2001, p. 198).

Participants had high percentages of strongly agree and agree for survey item 18, my professor(s) background is an important component in how he/she teaches. They felt that their professors' background can play a big role in how they teach or how they go about bringing up certain topics. This is important for teachers to know in order to be more aware of their own biases and work toward understanding their students' lives outside of the classroom (Romo, 2016). Being aware of their own bias also relates to survey item 14, my professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom. Participants rated agree the highest for both experience with White and Non-white faculty as they felt this was a vital part in incorporating ethnic diversity topics in courses. This gives educators and students a chance to increase their cultural knowledge and understanding which allows them to think critically when confronting potential biases and change any thoughts or beliefs that were false (Garibay, 2014). By having students and teachers confront biases that can lead to changing previous false beliefs about people who differ from them, more inclusive attitudes can be developed inside and outside of schools (Fine-Davis & Faas, 2014).

Majority of students in the sample were White. The results were predominantly based on white students' reception since they were the overwhelming majority. The Non-white student

population was under represented in the sample which could have caused some changes in the findings. Therefore, the study cannot be replicated to the samples that are more ethnic diverse.

It is vital that educators discuss and incorporate ethnic diversity topics in one's course as it can potentially have an impact on how students perform in the classroom. The way faculty engages with diversity in relation to both students and content can play a critical role in student experiences, satisfaction, and learning outcomes (Garibay, 2014). When students are more likely to feel understood and cared for by a culturally sensitive teacher more positive learning experiences can be created for all students (Egalite & Kisida, 2016).

Finally, the findings of this study can inform educators; they can learn how they can improve their teaching and what they need to change to better prepare their students to become successful inside and outside of the class. By examining students' receptions on their experiences in the classroom and with faculty not only helps educators to efficiently respond to ethnic diversity but it allows teachers focus on the classroom environment, teaching strategies, curriculum materials, and teacher/student behaviors (Matsumoto-Grah, 2012). This is just one example of how faculty can minimize challenges and derive maximum benefits from an ethnic diverse classroom whether the teacher is White or Non-white (Fine & Handlesman, 2010).

Future Study

In order to obtain more significant results for a future study, it is suggested to replicate the design with a more ethnically diverse student or teacher population. The sample in current study used three institutions that were predominantly White when it came to both the student and instructor population. Surveying historical black colleges and institutions with a higher Non-white student and teacher population would allow the researcher to compare results with the institutions that were investigated in this study to find out if the results were different.

Another area for future study is surveying the educators who taught the education courses at the institutions that were surveyed. The researcher would utilize a triad design by collecting data from both White and Non-white faculty and students. Based on the results, faculty would be able to explain how they incorporate ethnic diversity topics in their classes and which areas they feel they are doing well in. They would also reflect on which areas they needed to improve on or if they were unclear how to address specific questions on the survey in their classes. This could potentially lead to educators sharing culturally responsive teaching practices with each other and how to go about addressing ethnic diversity topics in their classes.

Limitations

One of the limitations of the study is that the sample only included three teaching institutions from non-homogeneous rural areas. Majority of the sample were White females as well which could factor into the overall responses. Having more ethnically diverse students participate in the study as well as more male students would diminish any uncertainty toward the study's findings. It is suggested that the study would be done with a more diverse faculty and student population.

Another limitation was that the result of the study showed that the perceptions of faculty ethnicity makes a difference in how students receive ethnic diversity topics but it does not give a specific reason why it does. It is suggested that the study would be more significant if there was qualitative data to support the quantitative data by conducting a focus group.

Conclusion

The purpose of the study was to investigate the phenomenon of the student population being more ethnically diverse than the teacher population as well as examining student perceptions of ethnic diversity topics based on their perceptions of faculty ethnicity. The

literature reviews for this study emphasized the importance of implementing culturally responsive teaching as the student population continues to get more ethnically diverse. The researcher inquired about faculty ethnicity being a factor in how students received information related to culturally responsive teaching especially since the teacher population is not becoming as ethnically diverse as the student population. Further, the researcher hypothesized that faculty ethnicity would have an impact on how students received ethnic diversity topics which was proved by the study's results. The results of the study showed that even though students receive ethnic diversity topics more positively from Non-white faculty, both White and Non-white faculty should discuss ethnic diversity topics in their courses to meet the needs ethnically diverse students and prepare students for an ethnically diverse world.

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Appendix A

Faculty Feedback Survey

Please complete this survey based on your professional experiences with faculty you had for various courses at your university. This survey is to gather feedback from university students about ethnic diversity topics. In this study, “ethnic diversity” is defined as the presence of different ethnic backgrounds or identities.

No identifying information of any individual student will be used when sharing the survey results in any public forum. The survey is completely volunteer and you have the right to decline participation in the survey without any penalty. This survey may take approximately 5 minutes to complete. **All willing participants will be entered in a raffle for a \$20.00 Amazon Gift Card. There will be one winner from each university.** If you have any questions regarding the survey or its results, you may contact the researcher by email at cjchristiansen@eiu.edu.

Demographics**1. Choose your year in school:**

Freshman _____ Sophomore _____ Junior _____ Senior _____

2. To which ethnicity do you most identify with?

African/African-American _____ Asian/Pacific Islander _____ Caucasian (white) _____

Latino _____ Native American _____ Multiracial _____ Other _____

3. To which gender do you most identify with?

Female _____ Male _____ Transgender Female _____ Transgender Male _____

Not Listed _____ Prefer Not to Answer _____

4. Choose your university:

Eastern Illinois University _____ Southern Illinois University Edwardsville _____

Western Illinois University _____

5. State how many Non-white instructors you have had at your university:

6. State how many White instructors you have had at your university:

If your answer is 0 to the above question, only fill out the part of the survey that is based on my experiences with White faculty.

Based on my experiences with White faculty:

		Strongly Agree	Agree	Disagree	Strongly Disagree
7.	My professor(s) addressed ethnic diversity topics (African American literature, celebrating Dia de los Muertos, Native American history during colonization) in the course content.				
8.	My professor(s) made an attempt to recognize the contributions of ethnically diverse people in the course content				
9.	My professor(s) clearly used people from ethnically diverse backgrounds in the visual materials (presentations, text, posters, and videos) used for the course resources.				
10.	My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion.				
11.	My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions.				
12.	My professor(s) should discuss ethnic diversity topics in the course content.				
13.	My professor(s) discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions.				
14.	My professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom.				
15.	My professor(s) discussed ethnic diversity issues to make minority				

	students feel more comfortable in the classroom.				
16.	My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students.				
17.	My professor(s) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content.				
18.	My professor(s) background is an important component in how he/she teaches.				
19.	My professor(s) purpose for teaching is to prepare students to live in a culturally diverse society.				
20.	My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences.				
21.	My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in schools.				

Based on my experiences with Non-white faculty:

		Strongly Agree	Agree	Disagree	Strongly Disagree
22.	My professor(s) addressed ethnic diversity topics (African American literature, celebrating Dia de los Muertos, Native American history during colonization) in the course content.				
23.	My professor(s) made an attempt to recognize the contributions of ethnically diverse people in the course content				
24.	My professor(s) clearly used people from ethnically diverse backgrounds in the				

	visual materials (presentations, text, posters, and videos) used for the course resources.				
25.	My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion.				
26.	My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions.				
27.	My professor(s) should discuss ethnic diversity topics in the course content.				
28.	My professor(s) discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions.				
29.	My professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom.				
30.	My professor(s) discussed ethnic diversity issues to make minority students feel more comfortable in the classroom.				
31.	My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students.				
32.	My professor(s) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content.				
33.	My professor(s) background is an important component in how he/she teaches.				
34.	My professor(s) purpose for teaching is to prepare students to live in a culturally diverse society.				

35.	My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences.				
36.	My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in schools.				

Please list your email address to be submitted into the raffle for a \$20 Amazon card.

Appendix B

February 14, 2019

Cobi Christiansen
Sham'ah Md-Yunus
Teaching Learning and Foundations

Dear Cobi,

Thank you for submitting the research protocol titled, "Students Reception of Ethnic Diversity Topics from White and Non-white Faculty" for review by the Eastern Illinois University Institutional Review Board (IRB). The IRB has reviewed this research protocol and effective , has certified this protocol meets the federal regulations exemption criteria for human subjects research. The protocol has been given the IRB number 19-029. You are approved to proceed with your study.

The classification of this protocol as exempt is valid only for the research activities and subjects described in the above named protocol. IRB policy requires that any proposed changes to this protocol must be reported to, and approved by, the IRB before being implemented. You are also required to inform the IRB immediately of any problems encountered that could adversely affect the health or welfare of the subjects in this study. Please contact me, or the Compliance Coordinator at 581-8576, in the event of an emergency. All correspondence should be sent to:

Institutional Review Board
c/o Office of Research and Sponsored Programs
Telephone: 217-581-8576
Fax: 217-581-7181
Email: eiuirb@www.eiu.edu

Thank you for your cooperation, and the best of success with your research.

John Bickford, Chairperson
Institutional Review Board
Telephone: 217-581-7881
Email: jbickford@eiu.edu

Appendix C*Mean Percentage of Area of Reception Based on Likert Scale for White and Non-white Faculty*

Area of Reception	White	Non-white
Course Content		
SA	27.69	39.67
A	50.11	45.41
D	16.53	13.06
SD	5.67	1.87
Teaching Practices		
SA	21.02	37.06
A	51.30	44.24
D	20.72	16.67
SD	6.95	2.03
Area of Reception	White	Non-white
Other		
SA	26.14	41.53
A	53.70	45.26
D	16.53	11.35
SD	3.63	1.87

Appendix D

Percentage of Area of Reception of Ethnic Identity Topics of White Faculty Received by Participants. (n=141)

Area of Reception/ Survey Item	SA	A	D	SD
Course Content				
7. My professor(s) addressed ethnic diversity topics (African American literature celebrating Dia de los Muertos Native American history during colonialization) in the course content	20.86	58.27	14.39	6.47
8. My professor(s) made an attempt to recognize the contributions of ethnically diverse people in the course	27.34	53.96	13.67	5.04
9. My professor(s) clearly used people from ethnically diverse backgrounds in the visual materials (presentations, text, posters, and videos) used for the course resources	26.62	51.08	19.42	2.88
12. My professor(s) should discuss ethnic diversity topics in the course content	48.92	45.32	5.04	0.72
17. My professor(s) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content	14.71	41.91	30.15	13.24
Teaching Practices				
10. My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion	17.27	52.52	22.30	7.91
11. My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions	23.91	50.72	19.57	5.80
13. My professor(s) discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions	21.17	51.82	20.44	6.57
15. My professor(s) discussed ethnic diversity issues to make minority students feel more comfortable in the classroom	15.22	47.83	28.99	7.97
20. My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences	27.54	53.62	12.32	6.52

Other

14. My professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom	19.57	52.17	22.46	5.80
16. My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students	26.09	55.80	13.77	4.35
18. My professor(s) background is an important component in how he/she teaches	26.09	55.80	16.67	1.45
19. My professor(s) purpose for teaching is to prepare students to live in a culturally diverse society.	24.64	50.00	21.74	3.62
21. My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in school	34.31	54.74	8.03	2.92

Note. SA = Strongly Agree. A = Agree. D = Disagree. SD = Strongly Disagree.

Appendix E

Percentage of Area of Reception of Ethnic Diversity Topics of Non-white Faculty Received by Participants. (n=141)

Area of Reception/ Survey Item	SA	A	D	SD
Course Content				
22. My professor(s) addressed ethnic diversity topics (African American literature celebrating Dia de los Muertos Native American history during colonialization) in the course content	40.31	44.96	12.40	2.33
23. My professor(s) made an attempt to recognize the contributions of ethnically diverse people in the course	39.53	45.74	13.95	0.78
24. My professor(s) clearly used people from ethnically diverse backgrounds in the visual materials (presentations, text, posters, and videos) used for the course resources	37.98	48.06	11.63	2.33
27. My professor(s) should discuss ethnic diversity topics in the course content	52.34	39.84	6.25	1.56
32. My professor(s) addressed topics related to ethnic diversity to promote people of their own ethnicity in the course content	28.13	48.44	21.09	2.34
Teaching Practices				
25. My professor(s) shared personal experiences with ethnic diversity that are like mine in class lectures or discussion	39.84	42.97	16.41	0.78
26. My professor(s) made attempts to address stereotypes associated with racial/ethnic diversity in lectures and class discussions	40.31	43.41	15.50	0.78
28. My professor(s) discussed ethnic diversity issues to challenge stereotypical perceptions students may have about different ethnicities in lectures and class discussions	37.98	44.96	14.73	2.33
30. My professor(s) discussed ethnic diversity issues to make minority students feel more comfortable in the classroom	28.91	43.75	23.44	3.91
35. My professor(s) stressed the importance of incorporating ethnically diverse topics during my student teaching and clinical teaching experiences	38.28	46.09	13.28	2.34

Other

29. My professor(s) taught about ethnic diversity to minimize the influence of intentional or unintentional biases inside and outside of the classroom	36.43	44.19	17.83	1.55
31. My professor(s) are culturally sensitive and are not likely to subscribe to biased stereotypes about their students	42.64	44.96	10.08	2.33
33. My professor(s) background is an important component in how he/she teaches	42.64	44.19	10.85	2.33
34. My professor(s) purpose for teaching is to prepare students to live in a culturally diverse society.	41.41	46.09	10.16	2.34
36. My professor(s) believe that cultural diversity and individual differences are valuable and should be preserved in schools	44.53	46.88	7.81	0.78

Note. SA = Strongly Agree. A = Agree. D = Disagree. SD = Strongly Disagree.